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|  | | | | ESSENTIAL QUESTION:  How is reflecting different from remembering? | | | | | |
| http://www.waitingroommagazine.com/upload_files/image/1193109210_book-review-img.gifThe texts listed in this unit are provided by the district. The art, music, and media can be found within *Unit 1 Resources* link on the district curriculum webpage. | | | | This unit has been adapted from the *Common Core Curriculum Maps*. The unit focuses on literary nonfiction: the memoir, the essay, the speech, with “reflection” as the common aspect of these genres. Students recognize and appreciate the effective use of literary device in nonfiction. Exposed to memoirs from various cultures, students look for common techniques, such as emphasis on a particularly significant event or time period in the author’s life. Students also consider the ways in which essays and speeches may exhibit the same reflective qualities, noticing how authors use reflection to engage readers to think carefully about literature, events, or ideas in a new way. | | | | | |
| FOCUS STANDARDS | | | | | | | | | |
| **READING** | | **WRITING** | | | | **SPEAKING & LISTENING** | | **LANGUAGE** | |
| RI/RL.10.1  Explain what the text says.  Draw inferences.  RL/RI.10.4  Analyze figurative and connotative meanings of words/phrases.  Analyze impact of word choice on meaning and tone.  RI/RL.10.1  Cite text evidence to support analysis.  RL.10.5  Analyze how author structures text, orders events, manipulates time and how these create such effects as mystery, tension, or surprise.  RI.10.9 Analyze seminal U.S. documents. | | W.10.2  Write informative/ explanatory texts (Analyzing Texts).  a. Introduce a topic.  b. Select well-chosen, relevant, and sufficient key evidence to develop topic (concrete details and quotations). c. Use appropriate and varied transitions: Embed evidence smoothly in writing.  W.10.3  Write narratives.  a. Engage and orient the reader by setting out a problem, situation, or establishing one or multiple point(s) of view.  a. Introduce narrator and/or characters.  a. Create smooth progression of experiences or events.  b. Use narrative techniques: dialogue, pacing, description, reflection.  c. Use variety of techniques to sequence events.  d. Use precise words and phrases--details, sensory language—to convey a vivid picture.  e. Provide a conclusion that follows from and reflects on narrative. | | | | SL.10.1  Participate in a range of collaborative discussions:  a. Come to discussions prepared, having read and researched materials under study.  a. Refer to text evidence.  b. Set rules for collegial discussions and decision-making (e.g. informal consensus, taking votes on key issues, presentation of alternate views).  b. Work with peers to set clear goals and deadlines and individual roles as needed.  c. Pose and respond to questions.  c. Relate discussion to broader themes or larger ideas.  c. Actively incorporate others in discussion. | | L.10.1  Demonstrate understanding of standard English conventions of grammar/usage.  a. Use various types of phrases (**appositive**).  L.10.2 Demonstrate understanding of standard English capitalization, punctuation, and spelling.  - punctuate dialogue  -commas with restrictive, nonrestrictive phrases.  L.10.4 Determine meaning of unknown words:  - Use context clues.  - Use appropriate references (print/digital) to determine meaning, pronoun citation or etymology (origin) or word.  Identify/use word patterns correctly e.g. *analyze, analysis*  L.10.5 Demonstrate understanding of figurative language in context and analyze role in text:  - simile, metaphor, alliteration.  L.10.6 Use general academic vocabulary in reading/writing /speaking/listening for comprehension.  L.10.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning and style. | |
| **Timeframe** | **SHORT TEXTS** | | | | **ASSESSMENT/EVIDENCE OF LEARNING** | | | | |
| Ongoing throughout the quarter | “The Identifier”  http://www.heinemann.com/shared/covers/9780325042534.jpg (beginning page 35) | | | | L.10.1a  Use various types of phrases (**appositive**) | | -Sentence modeling  -Applying in written works throughout unit | | |
| 2 weeks | Image:  [Reproduction of Echo and Narcissus](http://s3images.coroflot.com/user_files/individual_files/327886_9I6e5eqGuML2xY5Cgp1Hvq4DB.jpg) (removes bare breast)  Myth of Echo and Narcissus  NYTimes Logo “Does Facebook Turn People Into Narcissists?” (Tara Parker-Pope)  “ | | William FaulknerNobel Prize Acceptance Speech, 1949 (William Faulkner) | | RI/RL.10.1  Explain what the text says.  Draw inferences.  RI/RL.10.1  Cite text evidence to support analysis.  SL.10.1  Participate in a range of collaborative discussions.  W.10.2  Write informative/ explanatory texts (Analyzing Texts). | | **Questions for Socratic Seminar and/or Analytical Paragraphs (PEE: point-evidence-explanation):**   * How does our image of self affect our attitude and actions? * According to Faulkner, what is the duty of a writer? Use textual evidence to support explanation. * What would Faulkner say about social networking sites? Do sites such as Facebook and Twitter promote seeking deep “universal truths”?   - How do the authors use  reflection to engage readers to  think carefully about ideas in  new ways?   * Explain an inference drawn from the text. Use textual evidence to support explanation. | | |
| 2 weeks | Poems by Langston Hughes:  http://t0.gstatic.com/images?q=tbn:ANd9GcSMdlXvWD9e2G8hrikmvIBmQFIjT86NNAb-K-DgU_oj4dufrhZvxw“Dream Variations”  “I Dream a World”  “Harlem” | | http://www.bartleby.com/124/lincoln.gif“Second Inaugural Address” (Abraham Lincoln) | | RL/RI.10.4  Analyze figurative and connotative meanings of words/phrases.  \* Analyze impact of word choice on meaning and tone.  L.10.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning and style. | | * What is the author’s tone? What words and phrases convey his tone? * How does the author use similes and metaphors to convey his ideas? * How does Lincoln’s word choice create a tone of righteous indignation?   - | | |
| 2 weeks | http://0.tqn.com/d/grammar/1/G/s/5/-/-/graham_greene.jpgExcerpt from “The Lost Childhood” (Graham Greene)  Excerpts from *Autobiography of a Face* | | http://ushistoryimages.com/images/frederick-douglass/fullsize/frederick-douglass-4.jpg Excerpt from *Narrative of a Slave*, “Learning to Read and Write” (Frederick Douglass)  \* Make additional memoirs available for independent reading. | | RL.10.5  Analyze how author structures text, orders events, manipulates time, and how these create such effects as mystery, tension, or surprise.  W.10.3 Write narratives (memoir).  L.10.2 Demonstrate understanding of standard English capitalization, punctuation, and spelling.  - punctuate dialogue  -commas with restrictive, nonrestrictive phrases.  RL.10.5  Analyze how author structures text, orders events, manipulates time and how these create such effects as mystery, tension, or surprise. | | In his second volume of memoirs, *Ways of Escape* (1980), Graham Green observed the following:  *"Writing is a form of therapy; sometimes I wonder how all those who do not write, compose or paint can manage to escape the madness, melancholia, the panic fear which is inherent in the human situation.”*  In a one-page essay, explain how writers use memoirs as therapy to deal with the human situation and to reflect on larger issues/ideas. In addition to your own reading, use specific evidence from at least two different memoirs read in class. | | |
|  | **EXTENDED TEXT** | | | | **ASSESSMENT/EVIDENCE OF LEARNING** | | | | |
| 3 weeks | http://www.waitingroommagazine.com/upload_files/image/1193109210_book-review-img.gif | | | | W.10.3  Write narratives.  L.10.2 Demonstrate understanding of standard English capitalization, punctuation, and spelling.  - punctuate dialogue  -commas with restrictive, nonrestrictive phrases. | | | | Write Memoir.  (See Performance Task below.) |

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| ASSESSMENTS/EVIDENCE OF LEARNING THROUGHOUT UNIT | | | | | | |
| **INFORMAL OBSERVATIONS** | **DIALOGUE AND DISCUSSION** | | **SELECTED RESPONSES** | **CONSTRUCTED RESPONSES** | | **SELF/PEER-ASSESSMENTS** |
| * Reading Log * Writing Process * Text Annotation * Teacher Observation * Entry and Exit Slips | * Small Group Text-Centered Discussions * Socratic Seminar | | * Graphic Organizers (It Says/I Say/And So) * Sticky Notes (Evidence/ Commentary) * Dialectic Journal (Two-Column Notes) | * PEE Paragraphs * Analytical Essay | | * Self/Peer-Assess Participation In Discussions * Self/Peer-Assess Writing Using Student Exemplars and Rubric * Performance Task Peer Assess Using Rubric |
| **PERFORMANCE TASK** | | | | | | |
| Write a memoir recounting three events of a specific place. Use an organizational strategy to link the three events. Include reflection to convey the significance of the events/place to you and to relate a larger idea to the reader.    Publish memoir online, using formatting and multimedia elements to enhance ideas.  [See Penny Kittle’s *Write Beside Them*.] | | | | | | |
| TEACHER RESOURCES | | | | | | |
| http://www.waitingroommagazine.com/upload_files/image/1193109210_book-review-img.gifSTUDENT TEXTS  *One Copy Per Student*    Quarter 1 Consumable bound book  *Autobiography of a Face* (Lucy Grealy) | | TEACHER TEXTS  *One Copy Per Teacher*    Modern American Memoirs (Annie Dillard and Cort Conley)  http://t0.gstatic.com/images?q=tbn:ANd9GcQ3HKFktQGSuwEbrZ-6a-9O3brkzmaRBkV_4GuwnNcrMSuU0wz3\*Make copies of memoirs available for independent reading.  *Poetry for Young People: Langston Hughes* (Scholastic)  http://www.heinemann.com/shared/covers/9780325010977.jpghttp://www.scholastic.com/content5/media/products/73/0439889073_sm.jpg*Write Beside Them* by Penny Kittle (ch. 7 details narrative writing)  *http://www.heinemann.com/shared/covers/9780325042534.jpgParagraphs for High School: A Sentence-Composing Approach* by Don and Jenny Killgallon | | | CURRICULUM DOCUMENTS  *Digital Copies of Individual Curriculum Docs Available on District Website Curriculum Link*  Quarter 1 Teacher Bound Book  - In addition to student-bound text, includes all curriculum docs | |

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